

“Iowa – Its Legislation and How It Lines Up with Its School Counselors”

The Work
Behind the Scenes...

SF 277...

Some of the language....

- Administrator Quality Program
- *Licensed counselor, nurse and additional language for librarians*
- Teacher Quality Committees & PD plans with goals beyond the building's
- Improves the performance review process
- Additional \$\$ for PD
- Teacher compensation

State Task Force

- State Consultant - Jan Kuhl
- Established Spring, 2007
- Includes university, AEAs, school counselors from every level
- Adoption of the ASCA National Model
- Support for the Counselor Academy

The professional school counselor...

...works to meet the personal/social, academic and career needs of every student through the delivery of a comprehensive school counseling and guidance program. Therefore the goals of this task force are as follows:

3 Task Force Goals...

- Coordinate a professional development system following the IPDM to meet the needs of the licensed professional school counselors throughout IOWA.
- Create/distribute a comprehensive, tangible counseling programming guide outlining K-12 academic, personal/social and career development structures for Iowa counseling programs to grow based on the ASCA model.
- Communicate the mission and availability of school counseling with those we work and those we serve.

Iowa School Counselor Task Force

The goals will help to....

- Establish the **link** between quality school counseling and **student success**
- Support **professional development** specifically for school counselors
- Elicit **administrative support** for effective school counseling programs
- Connect **AEA resources** to school counselors

Next Step: Amending the Code

- Includes a definition for a “school counseling program” -
 - Articulated sequential K-12 program
 - Comprehensive in scope
 - Preventive in design
 - Developmental
 - Driven by data
 - Integral to school’s curricula & instructional program

Program Standards...

These were always a part of the Code but stated in the following way....

- ...an accredited non-public school shall adopt a local policy relating to guidance programs. The policy shall state whether or not the services shall be provided. This sub-rule shall not be interpreted to require schools and school districts to provide or to offer guidance programs.

Program's Delivery System

- Curriculum
- Support of the overall school curriculum
- Individual student planning
- Responsive services
- System support

Program Standards – New language speaks to...

- A K-12 Comprehensive school counseling program
- Data-driven
- Based on standards in academic, career, personal/social
- Support for student achievement
- All students have equitable access

Clearly states....

- A qualified school counselor, licensed by the BOEE
- Program - regularly reviewed & revised
 - Curriculum embedded throughout the district's overall curriculum delivered by the counselor in collaboration with the instructional staff
 - Individual student planning
 - Responsive services
 - System support

Student Behavior/School Environment Problems Through Time

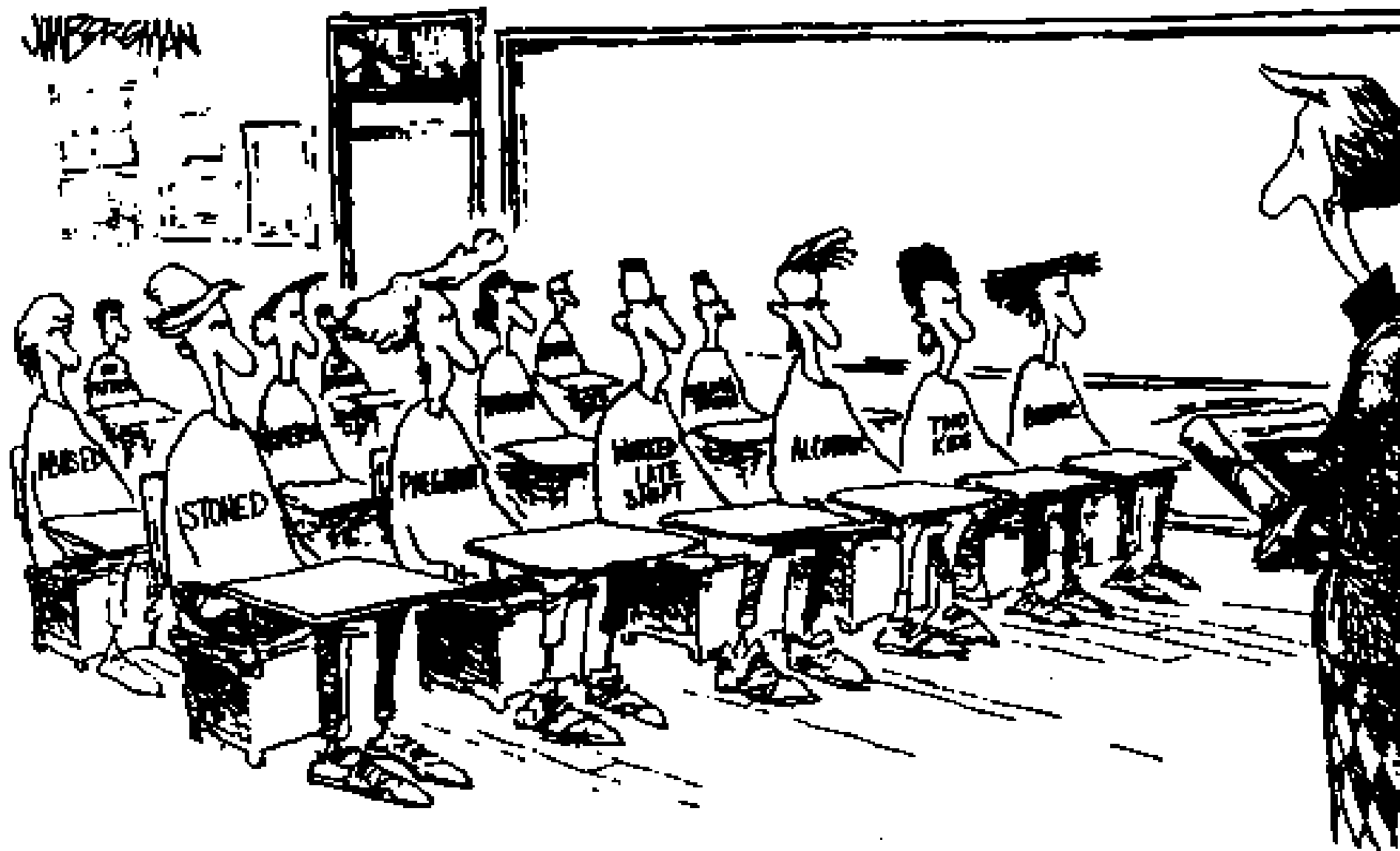
- **40 Years Ago**

- Talking
- Chewing gum
- Making noise
- Running in the halls
- Being out of place in line
- Wearing improper clothing
- Not using wastebasket
- Having a messy locker
- Holding hands
- Being tardy

- **Today**

- Gang violence
- Alcohol and other drug abuse
- Weapons
- Drug dealing
- Pregnancy and unwed mothers
- Gang colors and clothing
- Suicide
- Sexual harassment
- Assault of teachers and students
- Dropouts

SHIBERMAN



GOOD MORNING, TEACHER

Paradigm Shift and Changing Roles

Old Model versus New Model

Re-active

Pro-active

Process Based

Results Based

Services Provided

Data Impact

All students will gain competencies that
empower them to:

Acquire

Knowledge

Skills

Positive Attitude

Improve

Academics

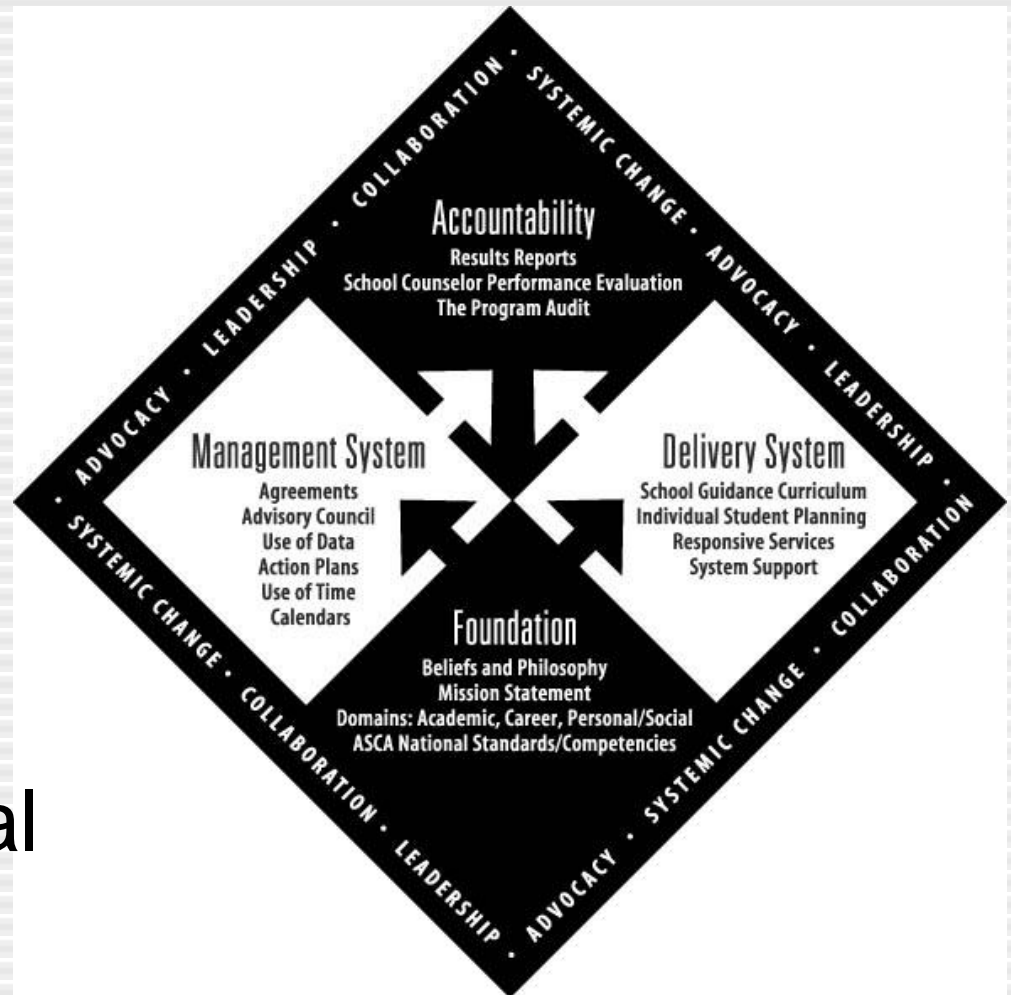
Behavior

Attendance

Iowa Professional School Counseling Program

***Promoting
Academic
Achievement
for Every
Student***

ASCA National
Model

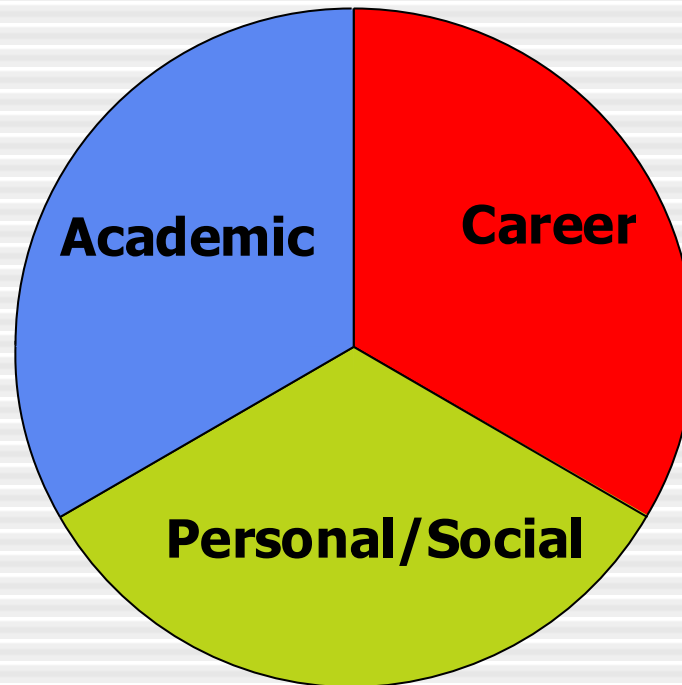


Renewing the School Counseling Program

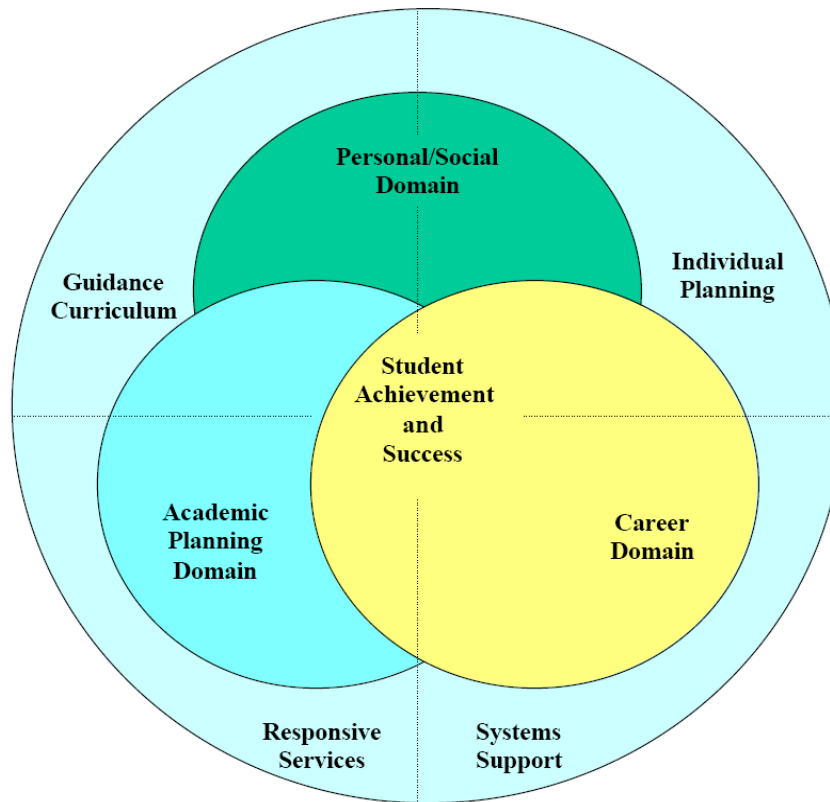
- **Align counseling program with ASCA National Standards, the Iowa counseling framework, and state initiatives**
- **More** collaboration with teachers and administrators **to address student needs**
- **Set** measurable goals
- **Implement a consistent** data driven program
- Classroom guidance **at all grade levels**
- Intentional Guidance **for at risk students**

FOUNDATION

ASCA National Standards



Iowa's Model Framework



Philosophy

We believe all students....

- *...have a right to services that support academic, career and personal/social growth*
- *...are capable of achieving at their own personal level*
- *...have dignity, worth and a right to a quality education*
- *...have a right to a safe learning environment*
- *...have the right to be heard and treated with dignity and respect*
- *... have the right to a credentialed school counselor who collaborates with other educators, families, and the community as an advocate for student success*

Mission Statement

The mission of the comprehensive school counseling program is to provide academic, career and personal/social learning opportunities that value, challenge and prepare each student for responsible participation in our changing world.

DELIVERY

- Classroom guidance curriculum
- Individual student planning sessions
- Responsive services interventions for academic, behavior, attendance, and crisis
- System Support professional development, staff collaboration, program coordination and evaluation

Guidance Curriculum

- **“Every kid gets every-Thing.”**
 - ASCA National Standards-Based curriculum
 - Developmentally appropriate
 - Teaches knowledge, attitudes and skills

Elementary Curriculum

Examples....

- Violence Prevention
- Conflict Resolution
- Social Skill building
- Decision Making
- Substance Abuse Prevention
- Study Skills
- Diversity & Career Choice
- Test Taking Skills
- Middle School Transition

Middle School Curriculum

Examples...

- Skills for Adolescents
- Career Exploring
- Life Strategies
- Test Taking Skills
- Organizational / Study Skills
- Student Core Curriculum Plan
- Violence Prevention
- Character Education

High School Curriculum

Examples...

- Keys to High School Academic Success
- Graduation Requirements
- College Requirements
- Career Exploration/Choices
- Post Secondary/College Planning/Choices
- How to Succeed after High School
- Financial Aid Planning

MANAGEMENT

- School counselors use **data** to drive their decision
- Develop yearly **action plans**
- Monitor **student progress**
- Principal's **agreement**

Intentional Guidance

“Some Kids Need More”

Data Driven (IDM) Interventions:

- Attendance
- Behavior
- Academic Achievement

Program Evaluation Data

- **Process data** - What did we do for whom?
- **Perception data** - What do people think they know, believe, or can do?
- **Results data** - How are students different as a result of an activity or program?

ACCOUNTABILITY

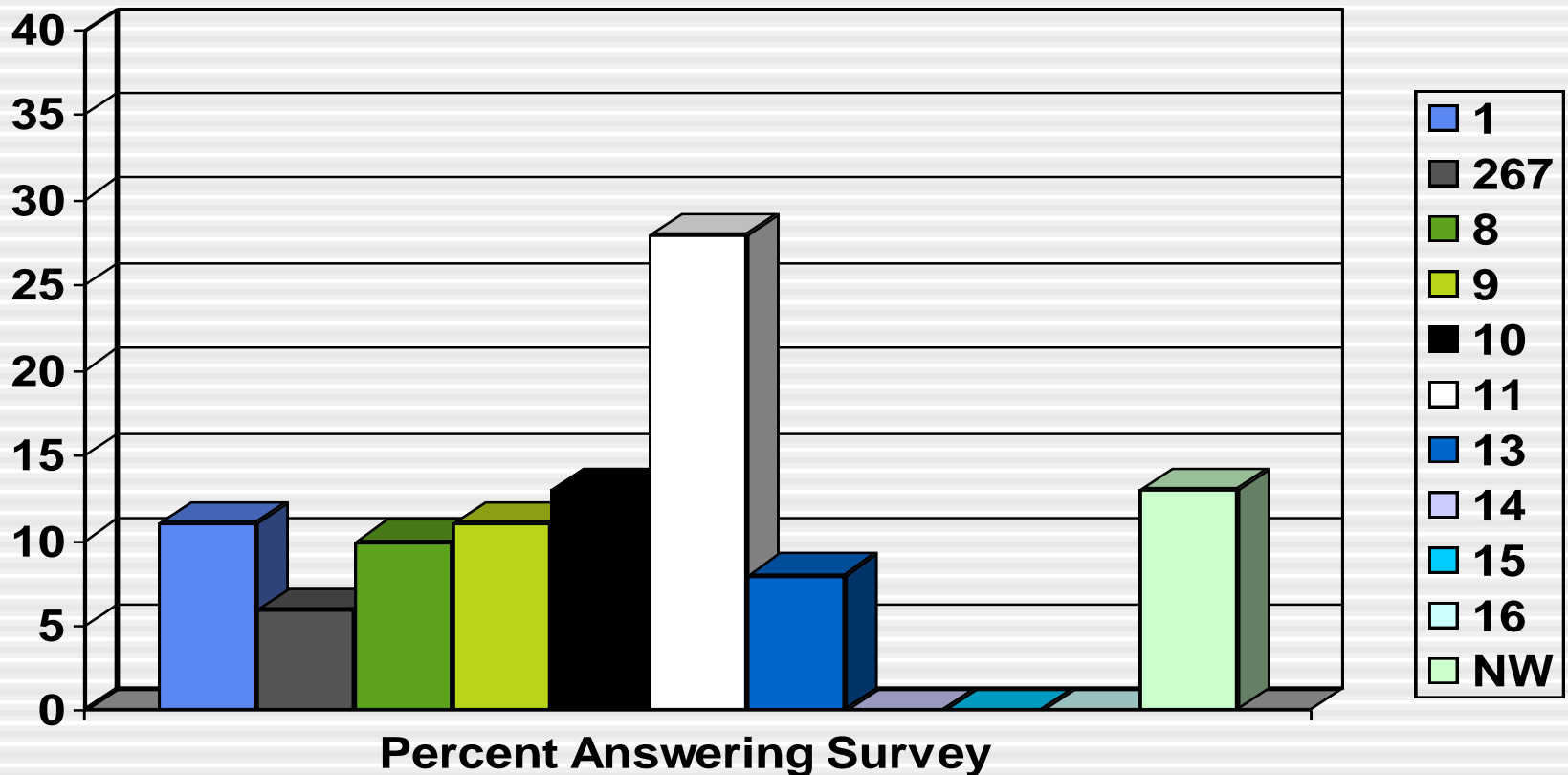
- School counselors measure the **results** of their programs
- Use this data to make decisions regarding **program improvement**

New Question..

*“What do students know
because of your program?”*

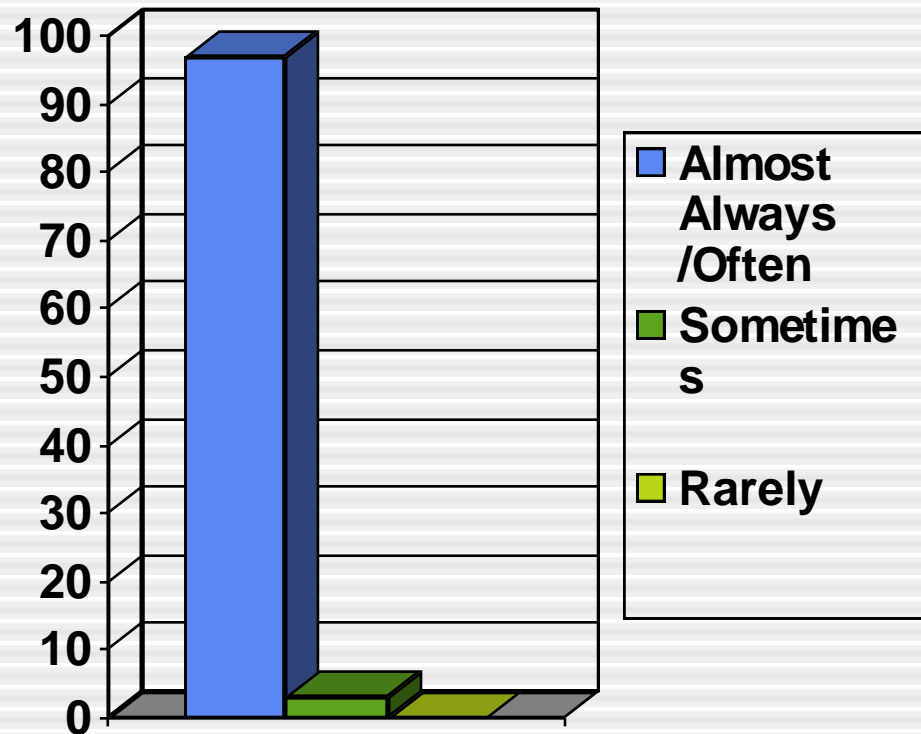
Iowa Survey

...Ready for the ASCA National Model?



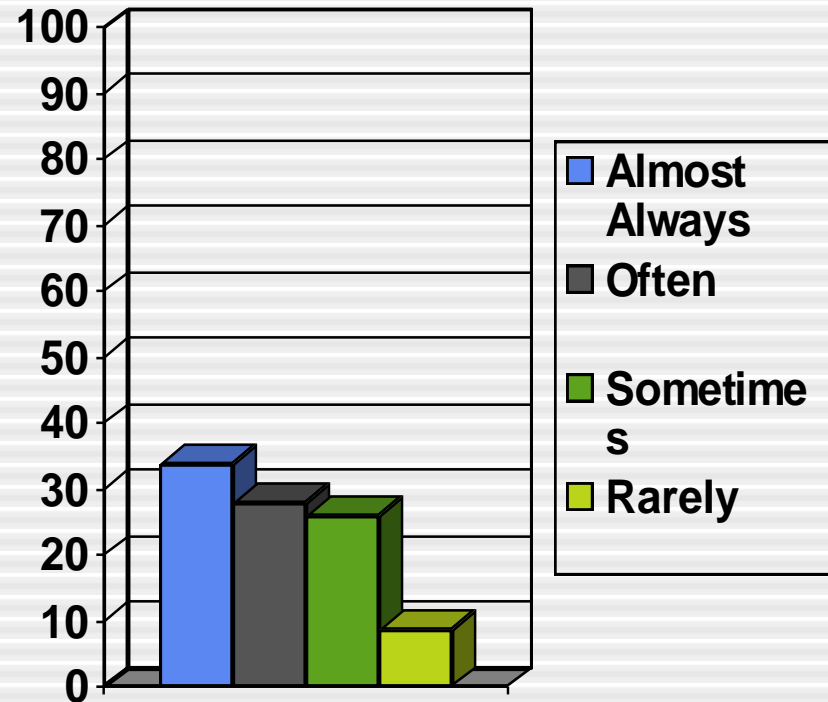
School Counselors Are Well Trained to Provide Interventions

- 97% of school counselors believe they almost always or often feel competent in a **wide range of interventions**



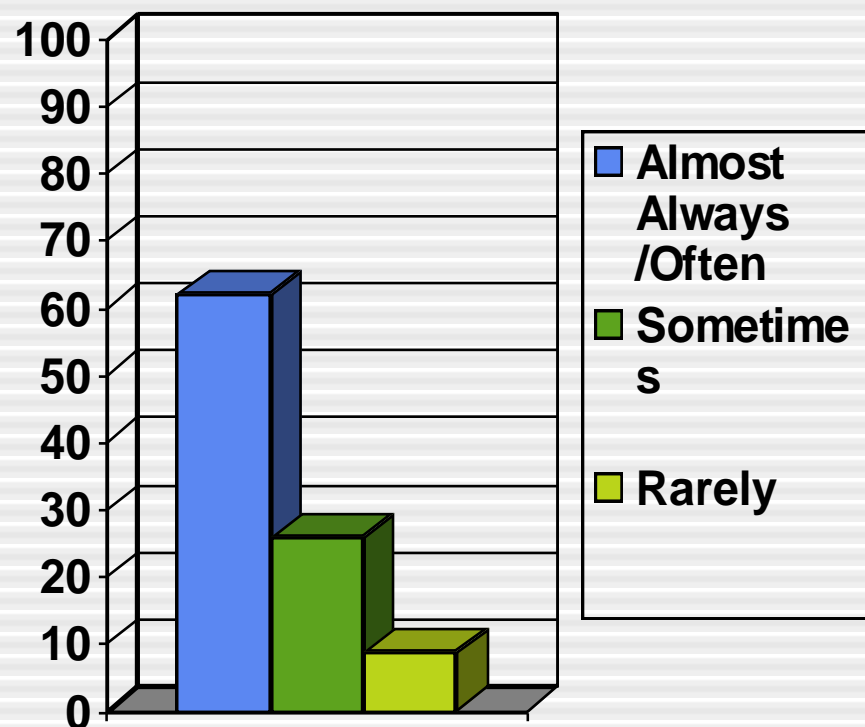
District Leadership is Needed to Support Change

- Only **34%** of school counselors believe their District school counseling leader *almost always* knows how to initiate and **coordinate change** in school counseling programs.



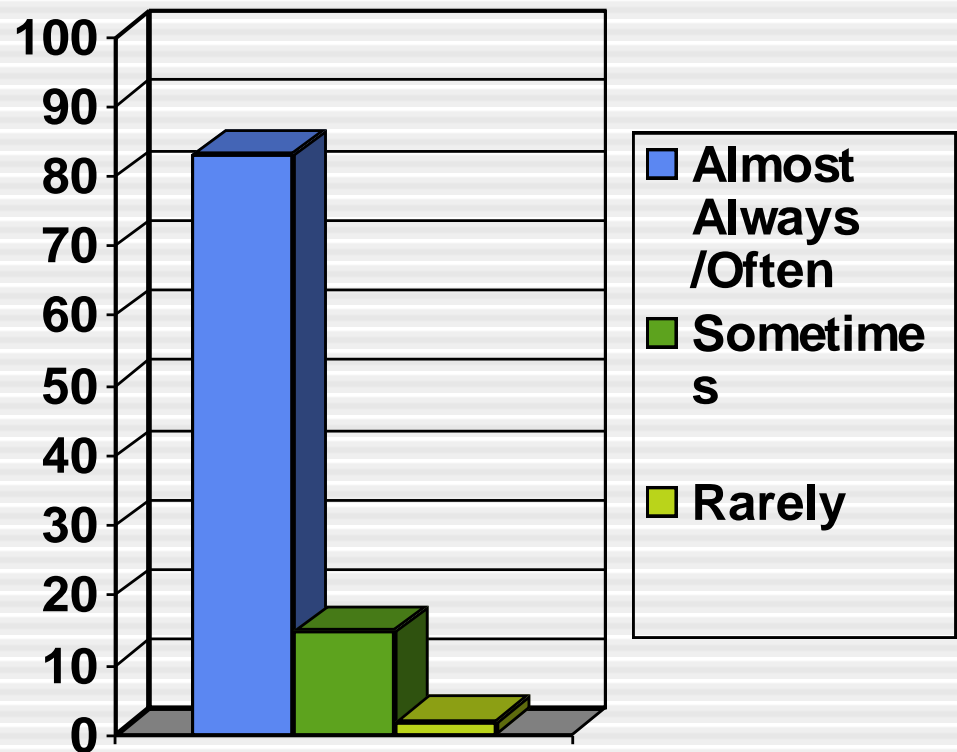
Principals Appear Willing

- 62% of counselors believe that principals would be **willing to commit resources** to alleviate non-school counseling activities so that counselors can **spend more time in direct service to students.**



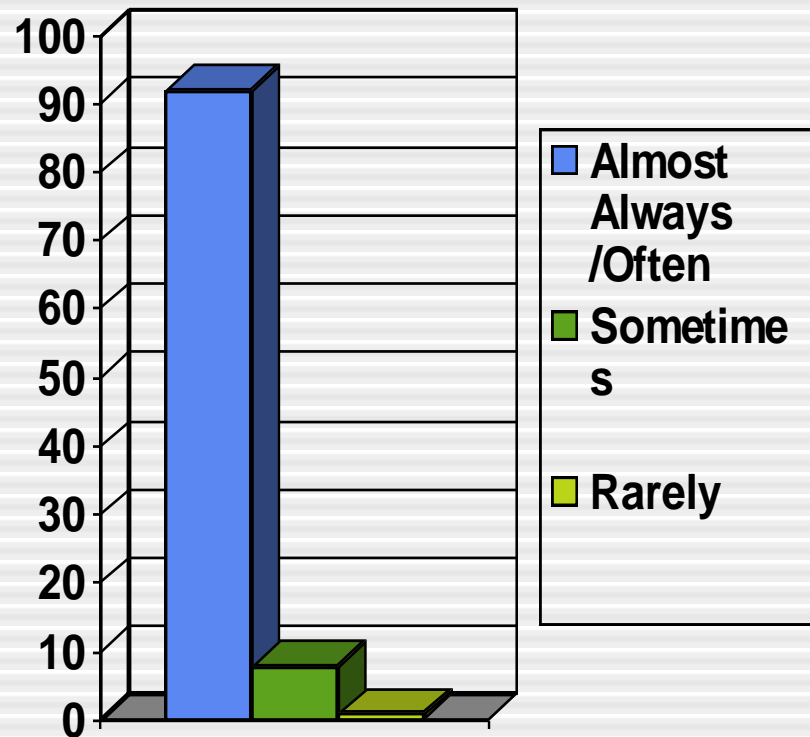
School Counselors Want to Collect Data

- 83% of school counselors report they ***often or almost always*** believe it is important to collect outcome data



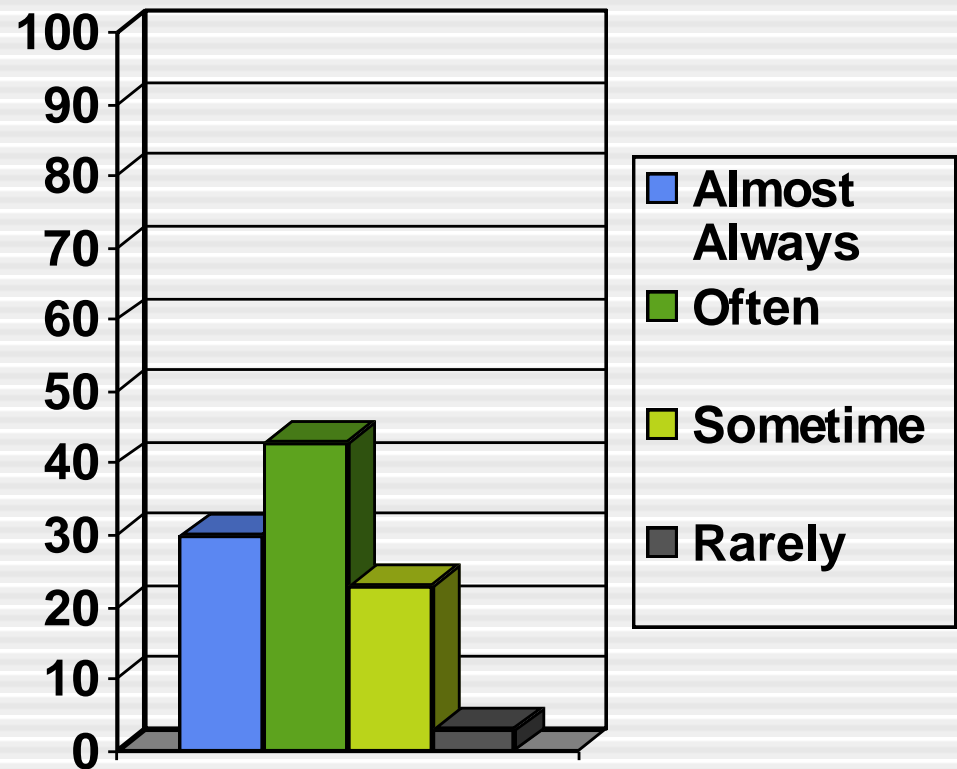
School Counselors also Believe in Reporting Student Results

- 92% of school counselors report they ***often or almost always*** believe it is important to demonstrate how students have improved



School Counselors Can't Measure Results (?)

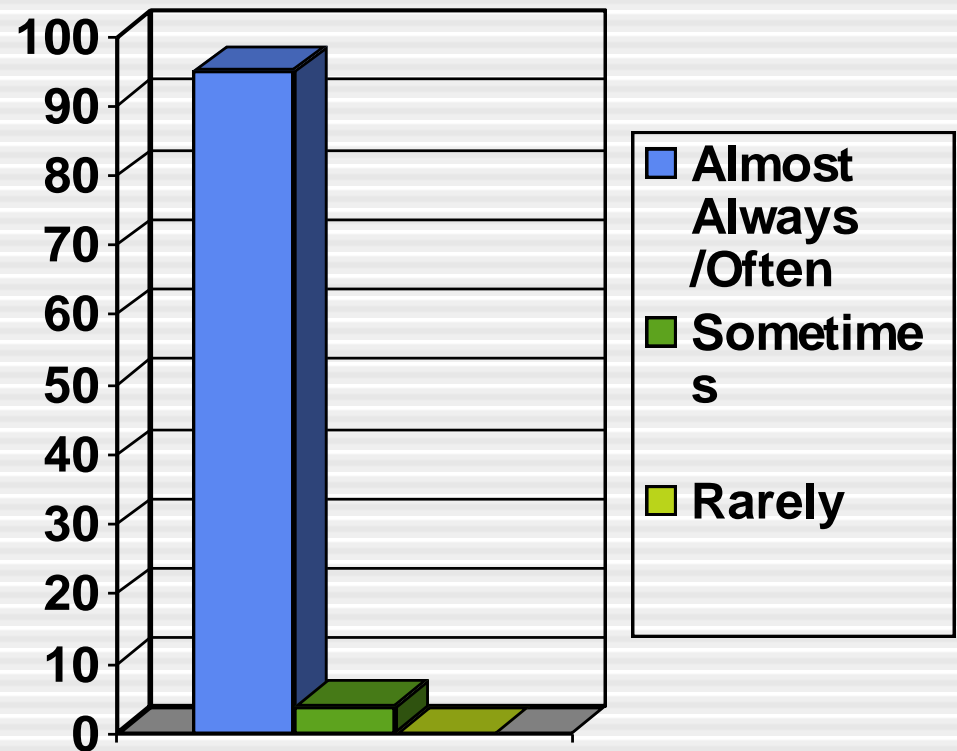
- Only 30% of school counselors report they feel they can almost always measure results of an intervention



Do they not know how?

School Counselors Want to be Trained

- 95% of school counselors report they are ***willing*** to devote the time to **learning new skills**



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